

Glen Oak Elementary School

BUILDING CONTINUOUS IMPROVEMENT PLAN (CIP)

The Olentangy Local Schools are committed to facilitate maximum learning for every student. The district's focus on continually improving the achievement of its students results in Continuous Improvement Plans or (CIP) at the district and building level. CIPs start with a review of all data available to identify strengths and target opportunities for improving student achievement. Each year from these data, the district, buildings and departments identify targets for improvement and implement strategies to achieve results.

<p>Building Strengths: (What do our kids do well and how do we know?) (August)</p> <ul style="list-style-type: none"> • Met all state indicators on local report card and earned a rating of Excellent with Distinction with our growth rating being above typical. • 84% of our incoming 1st graders scored at or above grade level on the Developmental Reading Assessment II • The percentage of students meeting projections in 4th and 5th grade reading increased by at least 12% over last year's scores to 94.1% and 91.3%, respectively • The percentage of students meeting projections in 3rd and 4th grade math increased by at least 15% over last year's scores to 91.2% and 88.2%, respectively
--

<p>Building Areas for Improvement: (What do our kids need and how do we know?) (August)</p> <ul style="list-style-type: none"> • 5th grade math, at 76.8% meeting projections, did not meet the 80% district benchmark for students who met projections • AYP subgroups are at-risk in meeting the state proficiency rates in math. • Over 20% of our incoming 2nd, 3rd, 4th and 5th grade students scored a 50% or lower on the math benchmark assessment.
--

<p>Focus: (Where do we start? What one area of improvement is the highest priority? Why?) (August)</p> <ul style="list-style-type: none"> • To intentionally employ quality assessment and grading practices to support and communicate student achievement

<p>Actions: (What will we do?) (September)</p>	<p>Mid Year Check: (Are we completing the improvement actions?) (January)</p>
<p><i>All teachers will focus on the following curriculum processes:</i></p> <p>Clearly defined what mastery of the learning targets looks like when achieved. (team discussions)</p> <p>Identify where students are in relation to the specified learning target (designing level 2, 3, and 4 questions to our pre- and post-assessments.)</p> <p>Develop common grade level assessments in math. Collaboratively discuss the needs and monitor the watchlist of the grade level (curriculum days, late starts, team meetings)</p> <p><i>As the instructional leaders, we will:</i></p> <p>Make daily decisions aligned with the building and district focus (title & literacy</p>	<p>Late start conversations regarding proficiency scales and the level 3 questions being mastery. Discussions about flexible math grouping and the pace to ensure grade level targets are taught.</p> <p>Late start and staff meetings dedicated team time for developing level 2,3 4 questions to delineate between levels of understanding. BLT designed pre-assessment protocol and modeled it for staff's use and beginning to learn about the post-assessment protocol.</p> <p>Shared initial watchlist at grade level team meetings and received input from previous grade level for additional concerns. Used watchlists and common assessments to determine which students receive additional support in math and reading during the day and outside of school intervention. (future goal: invite support staff, ask team what support they need)</p>

<p>support)</p> <p>Conduct building walk-throughs for the purpose of collecting evidence of progress toward our focus</p> <p>Conduct evaluations of staff members with an emphasis on the curriculum processes</p> <p>Create professional development opportunities during late starts, curriculum days, etc to support our building CIP.</p> <p>Collect feedback from staff on progress of the building CIP action steps.</p>	<p>Collaborated with literacy support and title to determine assessments used to monitor progress and realign support following winter break</p> <p>Provide staff with descriptive feedback to confirm their instruction or provide suggestions</p> <p>Conducted thorough evaluations and had reflective conversations with teachers</p> <p>Provided new staff with Greg Tang p.d and continued Greg Tang math professional development with all staff regarding number sense and subtraction processes. Begun conversations about grading students with special needs.</p>
--	---

<p>Results we expect: (How will we know it worked?) (September)</p>	<p>Mid Year Check: (What evidence do we have that the plan is working? Do we need to edit the plan?) (January)</p>
<ul style="list-style-type: none"> • An increase in the percentage of staff using classroom learning targets explicitly in their instruction based on the month to month principal walkthroughs. • GOES will meet the AYP target proficiency rate for subgroups in math. • GOES will have 80% of our 3rd-5th grade students meet or exceed their projection in math. 	<p>Working with new teachers to discuss the district's past p.d. and the practical ways to communicate learning targets to students.</p> <p>Emphasis on effective use of targets through conversations and walk-through feedback</p> <p>Team and Staff discussions regarding the pace of math units and use of title and intervention support in the regular math classroom</p>

<p>Link to District CIP: (What district benchmark results will get better because we improve our results?)</p> <ul style="list-style-type: none"> • Focus Area: To intentionally employ quality assessment and grading practices to support and communicate student achievement • Benchmark 1: Percentage of students achieving at or above their projected performance level. • Benchmark 3: Meet state and national standards.
--